

MINUTES SOCIAL STUDIES STANDARDS RECOMMENDATION COMMITTEE FEBRUARY 24, 2016

The Standards Recommendation Committee met for its ninth scheduled meeting in Tennessee Higher Education Commission's board room at 9:00 AM CT.

Ms. Pamela Bobo - Joined at 11 AM

Mr. Bill Carey

Mr. William Freddy Curtis - Vice Chair

Dr. Shannon Duncan

Mr. Louis Gallo - Joined remotely at 1:00 PM

Ms. Marsha Rains

Mr. Jason Roach - Chair

Mr. Todd Wigginton

9:25 AM

Mr. Jason Roach called the meeting to order. He reminded the committee that they are under time constraints to get through all the standards in the next three meetings. **Mr. Roach** also welcomed two guests: **Ms. Diane Kahane-Kaminsky** and **Mr. Drew Lonergan** for Rep. Martin Daniel.

Mr. Roach asked for a motion to adopt today's agenda.

ACTION: Mr. Bill Carey moved acceptance. Ms. Marsha Rains seconded. The motion passed

unanimously.

Mr. Roach asked for a motion to accept the February 10, 2017 meeting minutes.

ACTION: Mr. Freddy Curtis moved acceptance. Dr. Shannon Duncan seconded. The motion passed

unanimously.

Mr. Roach asked Ms. McKenzie Manning to call the roll. There were seven committee members present, with two committee members joining later and one absent. Mr. Roach then recognized Ms. Kahane-Kaminsky to speak to the committee.

Ms. Kahane-Kaminsky thanked the committee for the opportunity to share her thoughts. She said she was aware there was discussion about whether or not fifth grade was an appropriate age level to discuss the Holocaust at the last meeting. She shared rationale from the U.S. Holocaust Memorial Museum

concerning age appropriateness, saying the museum recommends beginning to learn about the Holocaust in sixth grade.

Ms. Kahane-Kaminsky said in a perfect world, which she knows this is not, she would recommend Holocaust instruction move to seventh and eighth grade where it better aligns with literacy standards. She said that in East Tennessee, she encounters some fifth graders who are exposed to an excerpt from the *Diary of Anne Frank*. But in seventh and eighth grade, they read the entire *Diary of Anne Frank* or the play. In ninth grade, most students are exposed to *Night* by Eli Wiesel.

If Holocaust standards must remain in the fifth grade, **Ms. Kahane-Kaminsky** said that the standards must be more specific and direct because fifth graders have a hard time understanding the complexities. She said she has prepared a packet for the committee with her notes and thoughts regarding the difficulty of this topic. **Ms. Kahane-Kaminsky** said she will place her recommendations in a spreadsheet and email it to the committee so it is easy to understand. She also recommends in-depth professional development for fifth grade teachers, saying that there is very little knowledge for how to address the complexities in the Holocaust.

She said that due to these complexities, the AP is now including the Holocaust in several different high school classes as well as in questions on the AP exams. She believes in interdisciplinary teaching and thinks it would work better with Commissioner McQueen's reading initiatives. She left her contact in the folder and thanked the committee for their time and partnership.

Mr. Freddy Curtis said that it might be good for **Ms. Kahane-Kaminsky** to talk with the educator review team leads to discuss the standard in fifth grade.

Mr. Roach thanked Ms. Kahane-Kaminsky for her testimony.

Eighth Grade Standards

9:45 AM

Mr. Roach asked the committee to turn to the eighth grade standards. He said he liked how they have been addressing the recommendations by strand and then suggesting revisions rather than going standard by standard.

ACTION:

Ms. Rains moved to adopt the entire "Colonization" section (standards 8.01 - 8.10). **Dr. Duncan** seconded. Following the discussion as well as the votes on the amendments below, the motion passed unanimously.

Mr. Carey asked **Mr. Scott Ezell** and **Ms. Blair Lynch** to join the committee to discuss the different revisions.

Mr. Carey asked if they could normalize whether it is British or English throughout the standards. **Ms.** Rains said it would depend on which event they were discussing.

Mr. Roach asked **Mr. Ezell** about the specific name of the Indian Tribe rather than "American Indians" in standard 8.01. **Mr. Ezell** agreed and said it was important for that standard to be specific.

Mr. Carey asked why they removed the word "tobacco" and Ms. Lynch said that tobacco is intrinsically there and implied. Mr. Ezell said it is a way to make it less wordy. Mr. Roach said that, as a Tennessee History teacher, sometimes you have to build other content into that standard that isn't specifically mentioned. Ms. Lynch said that their goal was to also eliminate a lot of the lists that are in the current standards. Mr. Ezell said some of these changes reflect their goal to be more conceptual with the revisions rather than list-based. Mr. Todd Wigginton said that the higher education review still dinged them for the standards being too factual rather than conceptual.

Mr. Carey said that he isn't thrilled with removing those words because he believes they are dealing with teachers who do not know the content as thoroughly and need as much guidance from the standards as possible. **Mr.** Wigginton said that is a whole other issue and he has had the exact opposite conversations with teachers. **Mr.** Roach said that most history teachers have a history degree and they are trained to think and research critically rather than know every specific fact in the standards.

Mr. Carey pointed out that the next standard is more specific. **Mr. Ezell** said that, in some places, with professional judgment, they decided when to be specific and when to allow teacher autonomy. He said it was one of their other norms to balance autonomy with specificity. **Ms. Rains** said that integration is important to not teach in isolation.

Mr. Carey said he wants to change John Winthrop to Anne Hutchinson in the Salem Witch Trials in standard 8.03. He asked why they went from one to the other last summer. **Ms. Lynch** said that it was due to public feedback because John Winthrop's document is very difficult to read. She said that the committee wanted to bring more women into the standards. **Mr. Roach** said that if you are discussing this standard you are going to mention John Winthrop regardless. **Mr. Ezell** said that these revisions were part of a collaborative effort.

ACTION: Mr. Wigginton moved to adopt standards 8.01 – 8.04 of the "Colonization" section with

the edits made by the educator advisory team leads. Mr. Curtis seconded. The motion

passed unanimously.

ACTION: Mr. Carey moved to amend the original motion to add a standard to 8.05 - 8.10. Mr.

Curtis seconded. The motion passed unanimously.

Mr. David Barrett read the subcommittee's recommendations for standard 8.11. Mr. Barrett wanted to add a standard to "explain the policies of mercantilism and the

Navigation Acts."

ACTION: Mr. Barrett moved to add standard 8.11 to the "Colonization" section between standard

8.08 and 8.09. Mr. Wigginton seconded. The motion passed unanimously.

Mr. Barrett said he would also like to change standard 8.11 to read "Compare and contrast the locations, and goals of British, French, and Spanish settlements in North America."

ACTION: Ms. Rains moved to adopt the entire "American Revolution" section (standards 8.12 –

8.21). Mr. Wigginton seconded. Following discussion as well as votes on the amendments

below, the motion passed unanimously.

Mr. Carey said there are a lot of little changes in this section and would like to discuss them.

ACTION:

As an amendment, **Mr. Barrett** moved to have the educator advisory team leads reconsider the wording in standard 8.13, focusing on Franklin's political contributions during this time period, and look at standard 4.14 to check for appropriate scaffolding. **Ms. Bobo** seconded. The motion passed unanimously.

Ms. Rains said that this would not be the students' first interaction with Benjamin Franklin in this grade. **Mr. Roach** said that sometimes the opposite could happen where the teachers only teach about a person mentioned in the standard. **Mr. Carey** said that with that rationalization, they could get rid of all social studies standards. **Mr. Roach** said that it isn't true because standards are not content—they set a performance standard that content is created around.

Mr. Carey said that based on the public feedback, this was a popular standard and he would not be comfortable removing Benjamin Franklin's name. **Ms.** Lynch said that the biggest concern in eighth grade is the amount of content that they have to teach, which was also reflected in the public feedback. Because Mr. Franklin appears in so many standards throughout K-12, the educator advisory team felt like they could remove him from this incredibly large standard.

Mr. Wigginton asked if they could say "Benjamin Franklin's Albany Plan of Union" as a compromise. **Mr. Carey** said that 72 teachers responded to this standard: 60/72 said keep it the way it is, 15 said review probably because it is so lengthy, and the rest said delete. He said that by removing this, it is essentially staying that their feedback did not matter. **Mr. Ezell** asked which is more essential to keep: Poor Richard's Almanac or the Autobiography.

Dr. Duncan said that she wants to speak to the feedback website since this is the second time she has reviewed this. She said that the opportunity for their literal input is great. But from her experience a pattern has emerged. Many teachers only looked at a specific grade or content area and didn't look at the content as a whole. So these teams have a benefit as working with these standards from K-12. While the public's input is valuable, you can't use it as the sole guidance. **Dr. Duncan** said the format of the website didn't lend itself to a full review of the website.

Mr. Ezell said the trend tends to be remove the scientific and literature section of the standard. He said that the public feedback is incredibly important but not the only factor. **Ms. Lynch** said this standard was one that was on the back burner until they got through the entire grade and kept it because Franklin is a great person to teach. But they saw this as a moment to just teach the Revolutionary point.

Mr. Carey said that there are things that have more detail in fourth grade than in eighth grade and he feels like that is illogical. **Mr. Wigginton** said he understands his concerns but this committee would not be able to agree on a whole list of names to list in the standards. **Mr. Carey** said he would not vote to take out Benjamin Franklin's name when they just voted to put Anne Hutchison in.

Mr. Barrett sent out the subcommittee's recommendations, and **Dr. Kadie Patterson** pulled them up on the screen. **Mr. Carey** liked the wording for standard 8.13 that the subcommittee proposed. **Ms. Lynch**

said it is very vague for teachers, if written that way. **Dr. Duncan** said the way the subcommittee wrote it is too easy for eighth graders.

Mr. Ezell said that he feels the politics part is important here, like the Albany Plan. Dr. Duncan read aloud the fourth grade standard that includes Benjamin Franklin. She said that it is a great place to add in the scientific contributions due to integration and fourth graders being so curious. Ms. Lynch said they could move the standard to a different section regarding the political aspect. Mr. Roach said that they have hashed it out as much as will be productive at this point.

ACTION:

Mr. Barrett moved to adopt standards 8.12 – 8.20 with suggested revisions from the SRC subcommittee. **Ms. Bobo** seconded. Following the discussion and amendments below, the motion passed unanimously.

Mr. Wigginton asked **Mr. Ezell** why it says "committee conversation" and **Mr. Ezell** explained that the educator advisory team wasn't sure what exactly to do with it and how to get rid of the list. **Mr. Barrett** said that there are certain things that will get taught based on topics.

Mr. Curtis said they looked at the long list and focused on specific areas to make sure teachers can focus on certain things based on the area of the state they teach in. **Mr. Ezell** said they reduced the list and was curious if it was enough to satisfy that concern. **Mr. Carey** said that he personally doesn't think 'list' is a bad word as long as the list is a tight list and standards are on there for a reason. He said that standard 8.14's list could be shortened, and the same is true for standard 8.15.

Mr. Wigginton said there are several unintended consequences of a list in a classroom. He said that like it or not, due to lack of instructional time, it lends itself to low-level coverage instead of allowing teachers to go deep. **Mr. Carey** questioned if removing the list from standard 8.15 would make it difficult to test it. **Mr. Carey** also said that the rewritten subcommittee standard is very vague.

Dr. Patterson noted that there are a lot of really random acts that were given to the colonists by the British, and the fear is that one of the random acts could potentially be assessed because it is not specifically stated. She said in certain situations, a list can be better. She said she would say the same thing about standard 8.14.

Mr. Roach said that the committee would be taking one standard and turning it into a whole bunch with the list. As a teacher, he said, he is thinking that there is my list to define as a vocabulary term. He asked what makes the most sense at the end of the day: do they want to empower the assessment company to make a good question or empower the teacher to teach deeply? He said he doesn't have the answer to that.

Dr. Patterson said the goal of the assessment is to use the rigorous Tennessee specific standards to show where students have grown since the previous assessment. **Mr. Roach** said he is concerned about giving true meaning to the standards rather than rote memorization. **Mr. Barrett** said that previously there have been committees of teachers who have approved the assessment items. **Mr. Carey** said he believes lists

can be consolidated but used appropriately. He said he wishes they would have lists of specific types (e.g., events, people, or places) rather than combining them.

Mr. Ezell said that he thinks teachers typically like lists, but wonders what is best for students and best for learning. This was a tension the educator team struggled with over the summer. **Mr. Ezell** asked if the educator team could bring two examples, one with a list and one without, to the SRC for consideration.

Dr. Duncan said there is a time and a place for a list but she also knows fundamentally, if you don't have the higher level thinking, students won't get it. **Mr. Roach** said that to him, the lists are a necessary evil. And he agrees with **Mr. Carey** that there needs to be a specific reason to keep every item on a list. The suggested revisions that failed are listed below.

- In standard 8.12, change Treaty of Ghent to Treaty of Paris. Remove the Albany Plan of Union as it is listed in standard 8.13. Potentially change, "Explain the significance of the Ohio River Valley leading to the French and Indian War and the consequences of the conflict."
- In standard 8.13, change to "Examine the contributions of Benjamin Franklin to American society in the areas of science, politics, and literature." Potentially add specific texts to refer to in the supplemental document.
- In standard 8.15, change to "Compare and contrast British and American social, political, and economic views and the events which led to the American Revolution."
- In standard 8.16, change to "Analyze the historical purpose and consequences of Thomas Paine's *Common Sense* and *The American Crisis*.
- Move standard 8.21 to before standard 8.23.

Mr. Carey said that if he recalls correctly, the elementary subcommittee didn't get as much as they asked for. **Dr. Duncan** said that she wouldn't put a percentage on it.

Ms. Lynch said that a list is necessary for Tennessee History because of how large the state is. There needs to be more direction. **Mr. Barrett** said **Dr. Patterson** has discussed several times that the textbook companies will make new textbooks based on these new standards. **Mr. Roach** said that he does believe that lists are necessary because students will be assessed on these standards.

Ms. Rains said that it's hard to consider textbooks, assessments, and standards altogether because they are different entities and, only in a perfect world, would work seamlessly. She thinks that they need to go case-by-case to determine whether a list belongs in a standard or not.

ACTION:

As an amendment, **Mr. Curtis** moved to send the revisions back to the educator advisory team leads to reconsider the lists and propose changes. **Mr. Carey** seconded. The motion failed with three ayes and four nays.

Mr. Curtis said that he agrees with **Dr. Duncan** to look at a case-by-case basis and his conflict is narrowing down the lists to a manageable level for eighth grade teachers. They haven't discussed the supplemental documents at all that will be made and he thinks that would be important here.

Mr. Ezell asked the committee's thoughts on the verbiage in standard 8.15 to change "compare and contrast" to "analyze". The committee agreed this is a necessary technical change.

ACTION: As an amendme

As an amendment, **Mr. Barrett** moved to adopt standards 8.12 – 8.20 with all of the suggested revisions from the SRC subcommittee. **Ms. Bobo** seconded. The motion failed with four ayes and three nays.

ACTION:

As an amendment, **Mr. Curtis** moved to reconsider sending all of the proposed revisions to the educator advisory team leads and direct them to revisit the lists and the notes to compromise on reducing the lists in the standards. **Mr. Wigginton** seconded. **Mr. Ezell** said that they will use all of this feedback in their revisions. The motion passed unanimously.

ACTION: Ms. Rains moved to send standard 8.21 to the "New Nations" section. Mr. Carey

seconded. The motion passed unanimously.

11:30 AM

The committee took a five minute break.

ACTION: Mr. Barrett moved to adopt standards 8.22 – 8.31 in the "New Nations" section, with the

educator advisory team leads revisions. Mr. Curtis seconded. Following the discussion

and amendments below, the motion passed with seven ayes and one nay.

Mr. Barrett said that among all of the standards, the revisions are similar across both documents. **Ms. Bobo** asked why the subcommittee moved 8.21 to 8.23 besides just the time frame. **Mr. Barrett** said the notes he had was to just insert it before 8.23 but can't remember the rationale from the subcommittee. **Mr. Carey** noted that the most interesting suggestion is that 8.27 would be deleted.

Mr. Curtis asked for the rationale behind **Mr. Ezell's** suggestion to delete 8.27. **Mr. Ezell** said that the suggestion came from the SRC subcommittee. **Mr. Barrett** said that the standard is civics-based and should be moved elsewhere. **Mr. Curtis** said they cover it a lot in government. **Mr. Carey** asked for clarification about what is being removed in 8.29 and what is being added.

ACTION: As an amendment, **Mr. Carey** moved to delete John Donelson and replace it with John

Sevier from standard 8.23 and add to the end of the standard "which culminated with the

Nickajack Expedition of 1793." The motion failed for lack of a second.

Mr. Carey said that he thought this standard is a good time to mention John Sevier and the Nickajack Expedition.

ACTION: Mr. Carey moved to adopt standards 8.32 – 8.38, the "Growth of a Young Nation" section,

with the educator advisory team leads' suggested revisions. **Ms. Bobo** seconded. Following the discussion and amendments below, the motion passed with seven ayes and

one nay.

Mr. Carey said that he passed these revisions around to important Tennessee historians, especially with regard to standard 8.35 and why things were taken out. **Mr.** Carey said that they had a strong reaction to certain subjects being removed. **Ms.** Lynch said that it is intriguing to keep because there are lots of good

primary sources and it is isn't vague or broad. The educator advisory teams and the SRC subcommittee opted to remove it based on the public feedback.

The SRC subcommittee suggested a change to standard 8.36, but the educator advisory team leads suggested not to revise it. The subcommittee did not like the list in standard 8.36. **Mr. Ezell** said that based on the public feedback, there were different things that people said to remove from the list so the overall trend was that the list is too much. **Mr. Ezell** said making the standard vaguer is a concern, because there is a lot to teach with the War of 1812. **Mr. Wigginton** said that based on the previous discussion, he suggests sending standard 8.36 back to the educator advisory team leads to trim down the list.

ACTION:

Mr. Barrett moved to revise "The Growth of a New Nation" section by moving standard 8.32 to the previous section and changing the dates and overviews to 1800-1820. **Dr. Duncan** seconded. The motion passed with seven ayes and one nay.

Mr. Barrett said the subcommittee had discussions about whether or not standard 8.32 fit better in this section or in a different section. **Ms. Rains** noted that both of the overviews would need to be changed.

Mr. Carey came with suggestions to improve the vagueness of this standard. He believes that there is a small amount of Tennessee History in eighth grade and that the committee is further watering down, contrary to what the committee said it would do.

Dr. Duncan said that moving *Marbury vs. Madison* back up which would help with the list in standard 8.34. **Mr. Curtis** said he likes it better in the educator advisory team's revised version.

ACTION:

Mr. Carey moved to keep standard 8.35 and add in the Chickasaw Purchase. **Dr. Duncan** seconded. The committee never voted on this motion, but reconsidered this suggestion in a later motion revising standard 8.39.

Mr. Carey said that the standards never account for West Tennessee's addition anywhere and he would like to expand standard 8.35 to add that. He said that he thinks it is bigger than the Gadsden Purchase in terms of land added to the U.S. **Dr.** Patterson notes that it has been added in the fourth grade.

Dr. Duncan said that she sees some redundancy between fourth and eighth grade and wonders what the appropriate scaffolding would be. **Mr. Ezell** asked whether there is a higher level content piece that could be added to this for eighth grade to expand upon from fourth. **Dr. Duncan** said she doesn't want to throw something randomly in there but does want to do Tennessee History integration.

Dr. Patterson asked if the earthquakes and the Chickasaw Purchase are connected. **Mr. Carey** said they are not and there are other standards that would coordinate better. **Ms. Bobo** said she teaches Tennessee History, and she does not talk about this. Her concern is whether the fourth grade standards are appropriate for their age level, and she believes that the Chickasaw Purchase should go in eighth grade rather than fourth.

Dr. Duncan said that she would make a suggestion to send the standard back to the educator advisory team leads to come up with what would be most appropriate for each grade level.

12:30 PM

The committee took a break for lunch.

1:05 PM

The committee reconvened.

Mr. Roach reminded the committee that they still have a motion open on the floor. **Mr. Lou Gallo** joined via tele-conference line. **Mr. Carey** said he wants to commend the educator advisory team leads for adding in some topics that were missing.

ACTION: Mr. Barrett moved to adopt the entire "Sectionalism and Reform" section of standards

8.39 – 8.47 with the educator advisory team leads' revisions. **Mr. Wigginton** seconded.

Following the discussion and amendments below, the motion passed unanimously.

Mr. Curtis asked whether there were differences between the subcommittee's recommendations and the educator advisory team leads' recommendations. **Ms. Lynch** said the content is the same, but it is a matter revising the language.

Mr. Barrett said there is a proposed standard to be added in or that could replace standard 8.42. **Mr. Ezell** said that they included adding a standard in their suggested revisions for the industrial revolution but wanted to add the emphasis of the textile industry.

Mr. Barrett said that if you are teaching about individuals within women's rights, you would inherently include Seneca Falls and some of their speeches.

ACTION: Mr. Barrett moved to add steamboats and railroads to standard 8.42. The motion failed

for lack of a second.

Mr. Ezell pointed out what the standard would be if this motion failed. **Mr. Carey** said that it is incredibly vague.

ACTION: As an amendment, **Mr. Gallo** moved to change standard 8.43 to "identify the push-pull

factors for Irish and German immigrants and describe the impact of their arrival in the United States prior to the Civil War." Mr. Barrett seconded. The motion passed

unanimously.

ACTION: As an amendment, Mr. Curtis moved to change standard 8.44 to add "...railroads, and

steamboats throughout the U.S..." Mr. Wigginton seconded. The motion passed

unanimously.

Mr. Carey asked whether standard 8.44 mentions railroads in the north but not in the south. **Dr. Duncan** said that she doesn't feel like these standards are vague, but are better as written. **Mr. Carey** said that he feels this grade would no longer be teaching Tennessee history with the topics in this section. **Mr. Curtis** asked if standard 8.44 could be revised.

ACTION:

As an amendment, **Mr. Curtis** moved to send standard 8.39 back to the educator advisory team leads to possibly remove "the role of Memphis as the cotton capital of the South" and have the leads create a new standard to include "founding of the city of Memphis, trading slaves (in-land slave trade and N. B. Forrest), cotton (nickname – Capital of the South), and the Chickasaw Purchase of 1818". **Mr. Carey** seconded. The motion passed with six ayes and three nays.

Mr. Curtis wants to send the standard back to the educator advisory team to consider a new standard with the notes. Mr. Wigginton said he is concerned about the flow of U.S. History and about focusing on any single city in Tennessee. Mr. Gallo said he agrees with Mr. Wigginton. Dr. Duncan said she understands what they are saying but this committee chose to imbed Tennessee information into these standards and will need to incorporate it. Mr. Roach said that the people that they serve want to see Tennessee History there.

ACTION: Ms. Rains moved to adopt the "Jacksonian Era" section (standards 8.48 – 8.53). Ms. Bobo

seconded. Following the discussion and amendments below, the motion passed

unanimously.

ACTION: As an amendment, Mr. Carey moved to revise standard 8.53 to "explain how the

Tennessee Constitution of 1834 expanded the property rights for non-property owners

(T.C.A. 49-6-1028). Ms. Bobo seconded. The motion passed unanimously.

Ms. Lynch noted that there is a legal requirement for these things to be in the standard and the particular language in the standard. **Mr. Carey** said that he has some revisions to make it easier for educators to understand. **Ms. Lynch** said that it could use some work because it is in there as a legal requirement. **Mr. Carey** read his proposal. **Ms. Bobo** said she is concerned about the way the standard is worded.

ACTION: Ms. Rains moved to adopt the "Expansion and Division of the Nation" section (standards

8.54 – 8.65). **Dr. Duncan** seconded. Following the discussion and amendment below, the

motion passed unanimously.

ACTION: Mr. Wigginton moved to remove "Dark Horse" nomination from standard 8.58. Ms. Rains

seconded. The motion passed with eight ayes and one nay.

Ms. Lynch said that they would remove "Dark Horse" nomination from standard 8.58 because it is implicit in the instruction. She said that comment was prevalent in the public feedback.

ACTION: Ms. Rains moved to adopt the "Civil War" section (standards 8.66 – 8.72). Dr. Duncan

seconded. Following the discussion and amendments below, the motion passed with

eight ayes and one nay.

ACTION: As an amendment, Mr. Curtis moved to amend standard 8.66 to add all four candidates

into the standard to read "...and its candidates (i.e., Bell, Douglas, Lincoln, and

Breckinridge)". Mr. Carey seconded. The motion passed with eight ayes and one nay.

Mr. Curtis said that these four people are important. **Ms. Lynch** said that they cover this election and to add these four people intensifies this standard and creates a lot more content. **Mr. Curtis** said that he does not believe adding four more names is difficult, and it wasn't included in fifth grade.

ACTION: Mr. Curtis moved to add the Battle of Stones River to standard 8.69. **Ms. Bobo** seconded. The motion failed with five ayes and four nays.

Mr. Wigginton said he is concerned because there is a lot of information. **Mr.** Carey said that this standard is a lot when you look at it, because it is a combination of events and leaders; it should be separated into two different lists. **Mr.** Carey also brought up adding Fort Donelson to the list.

Ms. Lynch said that there are more than 20 battles to remember in the entire eighth grade and they lose their importance and significance when there are so many. **Mr. Carey** said when he is looking at the feedback, 87% of the people who voted liked this standard. **Ms. Lynch** agreed, but noted that the comments asked the committee to delete more content.

2:30 PM

The committee took a ten minute break.

2:40 PM

The committee reconvened.

ACTION: Mr. Barrett moved

Mr. Barrett moved to send standard 8.70 back to the educator advisory team leads for possible rewording and to check for accuracy (i.e., the author of Emancipation

Proclamation). Mr. Carey seconded. The motion passed unanimously.

Mr. Barrett said he did a little quick research on standard 8.70 for accuracy and is concerned that, as written, the standard is incorrect. **Mr. Carey** agreed that the point isn't who wrote it, but that fact is important. He suggested a revision of wording for the educator advisory team. **Mr. Roach**, **Mr. Barrett**, and **Ms. Lynch** discussed how the Emancipation Proclamation was one of the most misunderstood documents in American history.

ACTION: Mr. Barrett moved to send standard 8.72 back to the educator advisory team leads for

revision, because it is too specific. Mr. Wigginton seconded. The motion passed

unanimously.

Mr. Barrett suggested that they could potentially add "using primary sources from the Civil War" or "Analyze how the writing of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier" to standard 8.72.

ACTION: Mr. Carey moved to send standard 8.68 back to the educator advisory team leads to

delete Isham G. Harris and add Tennessee voted twice. Ms. Bobo seconded. Following

the discussion below, Mr. Carey withdrew his motion.

Mr. Carey recognized that the committee is running out of time but suggested the revised standard could possibly read, "...including: the two secession votes of 1861, anti-secession efforts, and Tennessee's eventual secession after the fall of Fort Sumter." The committee discussed the importance of Tennessee seceding.

3:00 PM

Dr. Duncan left the meeting.

ACTION: Mr. Curtis moved to remove the entire list of wars from standard 8.69 and replace it with

"Analyze the course of the Civil War and its important leaders." Mr. Wigginton seconded.

The motion failed with five ayes and three nays.

Mr. Curtis suggested revising standard 8.69 to vaguer language and putting the battles currently listed into the supplemental document. **Mr. Carey** asked **Mr. Curtis** why he is suggesting a vague standard. **Mr. Curtis** explained that this way, the teacher can choose what to teach, based on location in the state, and focus on the local battles. **Mr. Roach** said that this standard would then urge teachers to teach all sixteen battles by not specifying any. **Ms. Lynch** and **Dr. Patterson** agreed that teachers throughout the state would teach every battle in the Civil War with this standard worded this way.

Mr. Carey said that he is concerned that the committee did not start with fourth and fifth grade and then use it as a platform for eighth grade.

ACTION: Mr. Carey moved to add Fort Donelson to the list of wars in standard 8.69. The motion

failed from lack of a second.

ACTION: Ms. Rains moved to adopt the "Reconstruction" section (standards 8.73 – 8.81). Mr.

Wigginton seconded. Following the discussion and amendments below, the motion

passed unanimously.

Ms. Rains asked why there was a low keep rate for standard 8.76. **Mr. Ezell** read some of the public comments. **Ms. Lynch** noted that this content is required in the standards, by law. **Mr. Carey** said he would gladly vote to delete it from fifth grade and move it to eighth.

ACTION: Mr. Barrett moved to send standard 8.78 back to the educator advisory team leads for

rewording. Mr. Wigginton seconded. The motion passed unanimously.

Mr. Barrett said the way the standard is currently written is confusing and needs clarification. He said that they may need to reverse the order that things are discussed in standard 8.78. He also suggested the revision, "Explain black codes, etc. and the efforts of the Freedman's Bureau to solve those issues."

ACTION: Mr. Carey moved to rewrite standard 8.74. After significant discussion, Mr. Carey

withdrew his motion.

Mr. Carey said that this standard doesn't allow you to really understand the meaning of the amendment. **Ms.** Rains said that this gives students a purpose in understanding it, especially if they use it in writing. **Ms.** Lynch provided a few alternatives to the standard. **Mr.** Gallo asked **Mr.** Carey to clarify his purpose.

Mr. Curtis thinks that William Brownlow needs to be added back into the standards in some place. He asks the educator advisory team leads to look into that.

ACTION: Ms. Rains moved to adopt the 9-12 Social Studies Practices. Mr. Curtis seconded. The motion passed unanimously.

Mr. Wigginton said that he will talk with the educator advisory team leads about a few wording specifics in the social studies practices section.

Sociology Standards

Mr. Curtis noted that there is a dual-credit option for sociology in some high schools.

ACTION: Mr. Curtis moved to adopt all Sociology standards. Ms. Rains seconded. Following the

discussion and amendments below, the motion passed unanimously.

ACTION: As an amendment, Mr. Barrett moved to combine standards S.23 and S.24 into one

standard. Mr. Curtis seconded. The motion passed unanimously.

Mr. Barrett said he dislikes the wording but does like the idea of the standards.

ACTION: As an amendment, Mr. Barrett moved to amend standard S.25 to read, "Examine the

processes of socialization throughout one's lifespan." Ms. Bobo seconded. The motion

passed unanimously.

ACTION: As an amendment, Mr. Barrett moved to combine standards S.26 and S.27 into one

standard to read, "Define deviance and describe conformity with and deviation from

cultural norms." Mr. Wigginton seconded. The motion passed unanimously.

Mr. Curtis asked how he would like to see these standards combined. Mr. Barrett said that the two word standard seemed like they could reduce the overall number of standards and come up with some combination of the two. Ms. Karen Stanish said that the thought process was to keep them separate to focus on one before you move on to the other and to scaffold from standard 26 on to standard 27. Mr. Barrett suggested putting "and" between the two to keep the ideas in the same order. Mr. Roach said he thinks that is a fair combination.

ACTION: As an amendment, **Mr. Barrett** moved to revise standard S.30 from 'evaluate' to

'examine'. Mr. Wigginton seconded. The motion passed unanimously.

Mr. Barrett said he is wondering if schools have the actual resources to do this standard well. **Ms. Stanish** said that this wording was suggested by a university professor.

ACTION: Mr. Wigginton moved to change the social studies practice #4 stem to "Construct and

communicate arguments citing evidence to..." Ms. Rains seconded. The motion passed

unanimously.

Ms. Rains said she would like to keep "support" for the lower grades. **Mr. Wigginton** amends his motion for just middle and high school. The educator advisory team leads will adjust the stem for 6-12 social studies practice number 4.

4:00 PM

Mr. Roach stated that without objection, the meeting is adjourned.